

FY23 Teacher Mentorship & Retention of Effective Teachers Grant Report Form

Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) final completed report **by June 30, 2023** to Laura.Dyer@state.mn.us.

Report components:

- I. **Coversheet**
- II. **Teacher Mentorship & Retention of Effective Teachers Program Narrative** – Please describe how your proposed activities for the teacher mentorship program has strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.
- III. **Program Data** – Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. **Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure** – Please list all awarded funds, differentiating between funds spent and funds yet-to-be-spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections VI of your proposal.

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Anoka-Hennepin School District
Total Grant Amount	FY22 Award - \$141,210.00 of \$141,210.00 spent FY23 Award - \$99,285.45 of \$190,429.00 spent so far

Identified Official with Authority

Name of official with authority to sign	Katherine Maguire
Title	Interim Superintendent
Address	2727 North Ferry Street
City, State and Zip code + 4	Anoka, Minnesota 55303-1650
Phone Number and Email	763-506-1001, kate.maguire@ahschools.us

Primary Program Contact

Name of program contact	Ramona Tran
Title	Recruitment and Retention Specialist
Address	2727 North Ferry Street
City, State and Zip code + 4	Anoka, MN 55303-1650
Phone Number and Email	763-506-1095, ramona.tran@ahschools.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Anoka-Hennepin School District (A-H) is in their fourth year of a mentorship program for probationary and tenured teachers. Support has been provided by individual schools, endorsement from principals, the Employee Services department, Q-Comp, and other external partners.

As part of the strategic priority and Equity Achievement plan to increase teachers of color through recruitment and retention, A-H has continued to develop a mentoring program that has supported our teachers. The program gives BIPOC teachers the opportunity to peer mentor through their strengths and weaknesses, form affinity groups, encourage both new and experienced teachers to stay in the teaching profession, and grow together to become stronger teachers for our students.

In keeping with the program's goals and objectives, four lead mentors; all of which are tenured teachers of color that were highly recommended by their school administrators and peers. Their purpose was to plan the design and help with the implementation of the program. Throughout the course of the year, lead mentors had sub-groups in which they checked in daily with to ensure that the needs of the teachers were being met. The lead mentors also led the in-person and virtual events, in which they would send Google forms after every meeting for feedback. The data they would gather will be used to develop future professional development, guest speaker topics, and training.

Towards the beginning of the school year, the Employee Services department and lead mentors worked together to contact probationary teachers identifying as P1, P2, and P3. There were 38 mentees that were interested in receiving mentorship as they transition into becoming a new teacher. Many gave feedback on what they'd be interested in learning, such as lane changes, probationary status, and finding a sense of community within the school district. With the information, the leads were able to work with the Employee Services department to find a Confidential Employee to speak about all of the in's and out's of becoming a new teacher. Given the option, 32 mentors or tenured teachers were endorsed by their principals to come back and be a mentor in our program to work with the new probationary teachers.

With the grant being underway and the school year coming up, the lead mentors started planning the program in July and finalized the schedule in August. The lead mentors also started to pair the mentors and mentee based on preference of race/ethnicity, gender, school, or licensure area. With support from the Student Services Department, we were able to find guest speakers with backgrounds in education to speak on relevant topics suggested by mentees and mentors.

The first Teacher of Color Mentorship program had their first Kick-Off in September. The superintendent, Katherine Maguire and principals were briefed on their support with the mentorship program throughout the year. They were given an outlook of the program and the district's commitment to increase the number of teachers of color and American Indian by supporting long-term success, culturally responsive mentorship, coaching, and professional development. In the programs purposes and goals the information was shared:

- Building relationships with colleagues of color across the district, helping to prevent feelings of isolation.
- Assist teachers of color/American Indian teachers new to the profession and/or district as they navigate their first years.
- Provide professional development and informal leadership opportunities to probationary and tenured teachers.
- Retain the teachers of color in the district in order to provide a teacher workforce that matches the demographics of the students we serve, which is a part of the district's strategic priority and equity achievement plan.

Throughout the course of the program, large group meetings were offered both in-person and virtual. Both of them invite guest speakers to touch on topics, questions, and issues raised by mentees or mentors. In addition, the meetings were used as a time for connecting with other BIPOC teachers in the district in essence to create a greater network and mitigate any feeling of isolation about their buildings. There were also tools provided such as books, food, and icebreaker activities to socialize with one another outside of their affinity mentee/mentor pairings. After each event, the teachers were asked to provide feedback via Google forms to better enhance the experience and effectiveness of the program.

As our program continues to grow, we want to provide more opportunities for mentees and mentors to use the resources to apply to their day-to-day or within their classroom. We hope to use the end of year feedback to help us plan for the upcoming school year if the Anoka-Hennepin receives grant funding from PELSB.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	3	0	0	0	0	0	1
Asian or Pacific Islander	5	2	0	0	3	0	3
Hispanic	1	1	0	0	0	0	0
Black	7	5	0	0	3	0	2
Other	4	0	0	0	3	0	0
Total	20	8	0	0	9	0	6

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

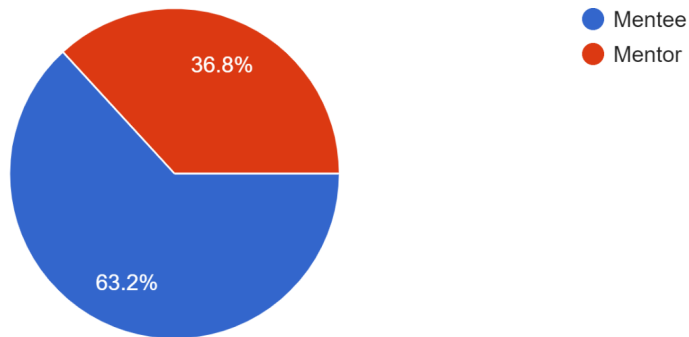
Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1	0	0	0	0
Asian or Pacific Islander	15	0	1	0	0
Hispanic	3	0	2	0	0
Black	9	0	1	0	0
Other	4	0	3	0	0
Paid Mentors of color who received additional stipends	32	0	0	0	0
Total	32	0	7	0	0

Analysis of Data

In order to gauge the effectiveness of our program, we encourage all of our teachers of color to provide feedback based on this year's experience. The data collected used pie charts and likert scale. The likert scale reads as follows: 1 - Strongly Disagree; 5 - Strongly Agree.

What is your role?

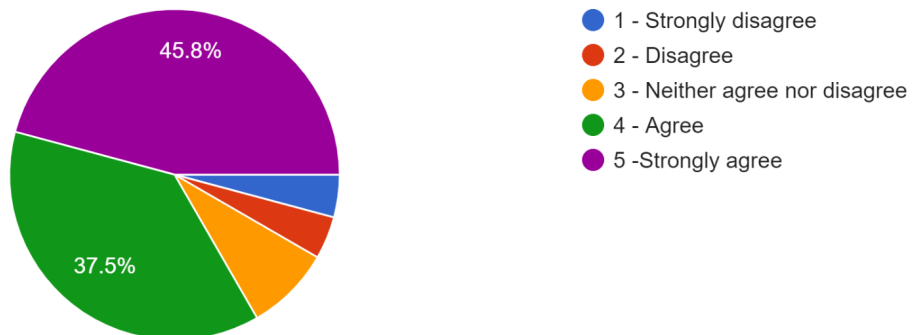
38 responses



Mentees

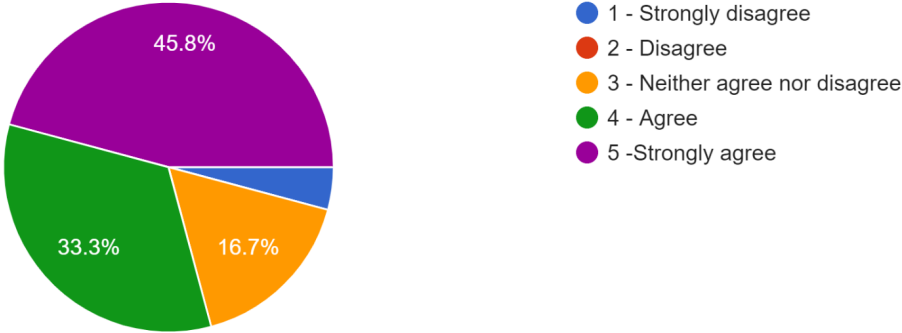
Did you feel that the program gave you a sense of belonging to network with BIPOC members?

24 responses



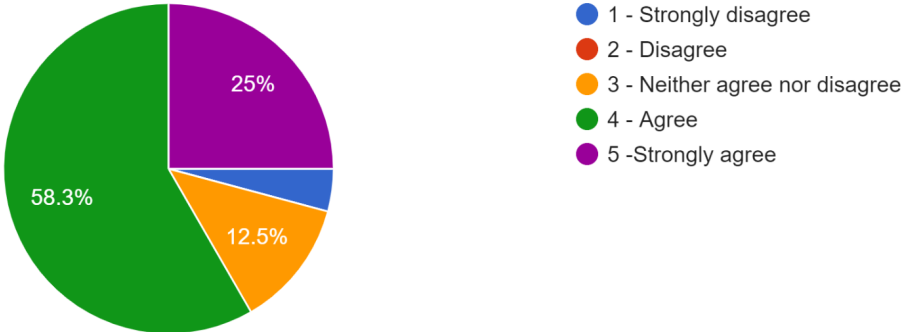
During your mentorship participations were BIPOC members provided a safe space to turn to with questions or concerns? Were you given the support from your mentor?

24 responses



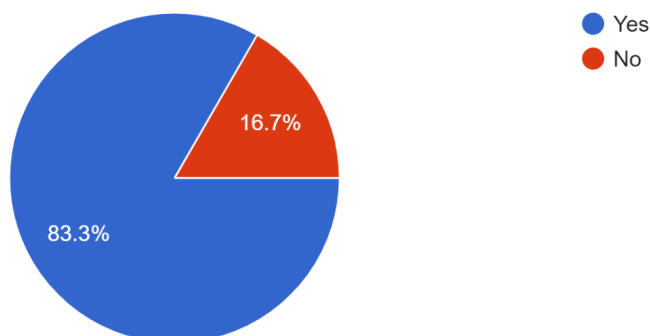
Did the speakers invited to the virtual/in-person provide helpful materials and resources that resonate with you?

24 responses



Based on your experience, would you like to return as a mentee in the next academic year?

24 responses



We gave mentees the opportunity to list some of the things you were hoping to gain from the program and if it met those needs.

- I wanted a sense of community and support of the different equity conversations that many BIPOC staff face. The program met those hopes.
- It was the community and the sense of belonging that I hoped to gain and I have been feeling very accepted with the mentees and mentors that I have been able to talk to.
- Have time to connect to other BIPOC members in our school district, have time to connect with my mentor in person, listen to others' experiences as teachers and staff of color, etc.
- As a veteran teacher, I needed to learn new systems and people. My mentor helped me learn the culture of Anoka Hennepin.
- I was hoping to gain a few friendships from staff of color - being able to relate to one another and form a positive relationship moving forward. For the most part, yes, this goal was met.
- I was hoping to build a closer relationship with my mentor, learn more from my mentor, and learn more about the district. I don't think these hopes were met. I do love the community and safe space that it provides though. I would love to continue to work with my mentor if there were another opportunity.

We gave the mentees an opportunity to share any positive comments or constructive feedback to help improve the program.

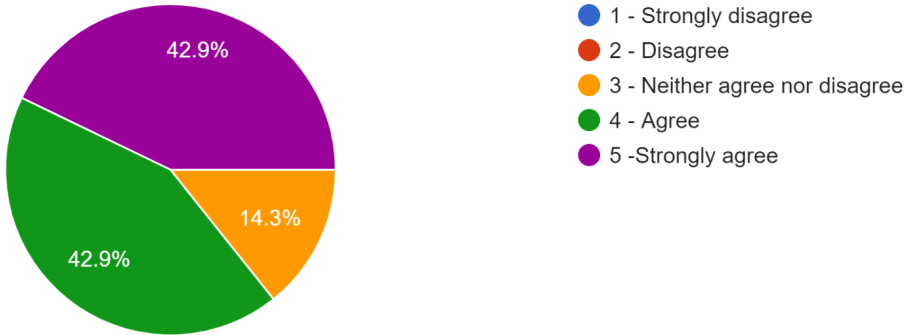
- I liked the balance of in-person and virtual.
- I loved that a variety of foods were provided from different cultures and I liked that all meetings were one hour. I also loved that half of the meetings were in person and half were virtual. This provided flexibility for members!

- I liked the book giveaway and the food. I would like to have the opportunity to get or buy a t-shirt or a sweatshirt to wear saying I am part of this group.
- My mentor helped me learn the culture of Anoka Hennepin and it was very helpful having someone to connect with weekly that I could take my questions to.
- A calendar that has the meeting set up ahead of time for planning. Also- more virtual options.

Mentors

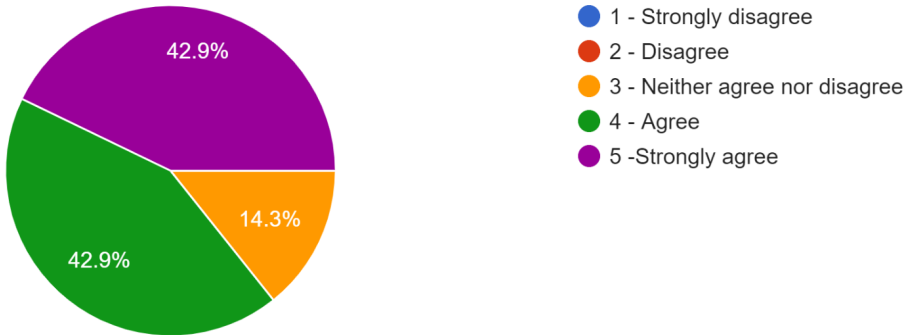
During your mentorship participations were BIPOC members provided a safe space to turn to with questions or concerns? Were you able to give that support to your mentee?

14 responses



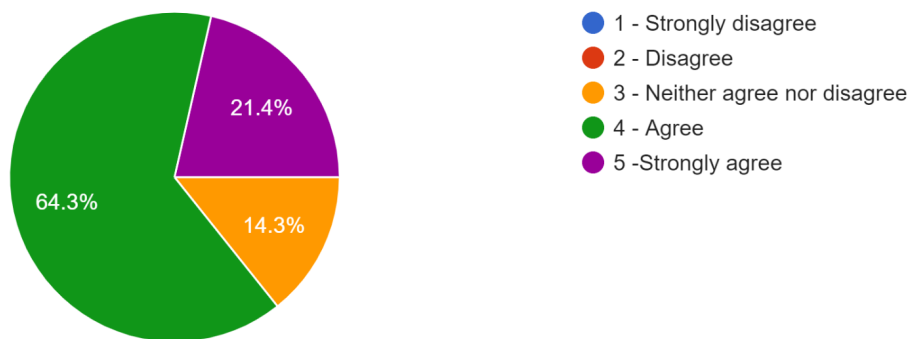
During your mentorship participations were BIPOC members provided a safe space to turn to with questions or concerns? Were you able to give that support to your mentee?

14 responses



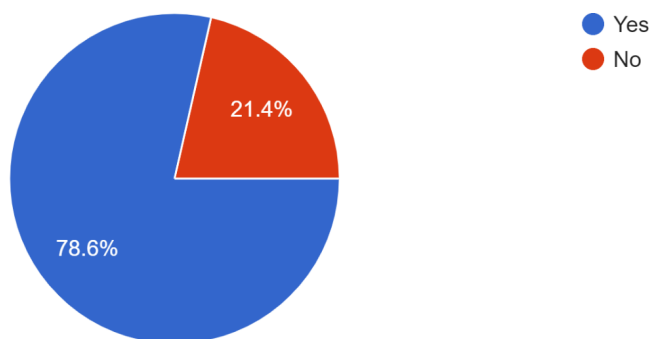
Did the speakers invited to the virtual/in-person provide helpful materials and resources that resonate with you?

14 responses



Based on your experience, would you like to return as a mentor in the next academic year?

14 responses



We gave mentees the opportunity to list some of the things you were hoping to gain from the program and if it met those needs.

- I was hoping to continue learning and growing in my knowledge and perspectives surrounding bipoc community and staff connections. Because attending a person is difficult due to family schedules, the virtual options were very nice. I still felt connected and enjoyed the learning/connecting that we were able to do. I would really like to see more virtual meetings and listen to speakers. It allows me to reflect, connect, and grow with my fellow coworkers.
- I was hoping to build out my network and support other BIPOC teachers. I feel that I definitely networked and connected well with my mentee so that was met. I also really enjoyed the

presenters that came to see us - and it gave my mentee and I a good conversational point to jump off from.

- Meeting another person in the district and having safe conversations if need be. Also to let my mentee know that I am here for them for whatever they need.
- I'd like to see strategies geared to combat teacher burnout and model those practices of self care.
- I learned how to make connections with my mentee. I also learned how to relate to him because of the speakers that taught on "How we see ourselves." I know I will continue to learn new perspectives as I grow next year.
- Sense of community, being able to provide support to navigate Anoka Hennepin School district

We gave the mentees an opportunity to share any positive comments or constructive feedback to help improve the program.

- I really liked learning from the guest speakers. That gave me inspiration to see and teach my students with a better understanding of their cultural needs.
- I think it would be awesome to focus on each community of color when appropriate. Hispanic month is Sep 15-Oct 15, Indigenous Peoples Month is November, Black History is celebrated in February and Asian/Pacific Islander Month is May. Whatever speaker, meal or topic should use the heritage month as its theme.
- I really liked that all our monthly gatherings were only 1 hour long - short and sweet. It was convenient to have the presenters virtually, but I do feel like it lost the feeling of being a group. If possible, it would have been nice to meet in person every month. During the social meetups I felt a little out of place if my mentee didn't plan to attend - mostly because I didn't know many people. Lastly, if possible, it would have been nice to be paired up with another teacher in an elementary setting so that our schedules aligned a little better for the weekly virtual meetups we had.
- I feel like the program is becoming more demanding, which I believe could have a negative effect. If we have to take time from our school work to watch videos, make comments and fill out long forms it may lead to unintended consequences.
- The program keeps on evolving, which is nice to see.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure for FY22

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$85,260.00	Mentor Stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Surveying Check in with lead mentors Bi-weekly check in with mentee Attendance in virtual and in-person sessions Participation in Google Classroom professional development	32 Mentors - All tenured teachers of color (includes 4 lead mentors)
\$2,700.00	Affinity Group - Guest Speakers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Attendance Participation in virtual and in-person setting	Six guest speakers that came to talk to the affinity meetings to all mentor and mentees
\$3,400.00	Affinity Group - Book and Supplies	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Surveying Collaboration on book titles (optional book studies)	70 mentors/mentees were given books to read. A spreadsheet was sent of those in groups and had the option to create a book club.

\$45,600.00	Induction Program Stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	<p>Surveying</p> <p>Bi-weekly check in with mentors</p> <p>Attendance in virtual and in-person sessions</p> <p>Participation in Google Classroom professional development</p>	38 Mentees - All probationary teachers of color
\$0.00	Induction Program Subs	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	<p>Those that expressed interest in shadowing for a half day</p> <p>Substitute request through Absent Management and support from principal</p>	One mentor/mentee pairing expressed interest. After the shadow day was done, a survey was sent to ask about experience and feedback.
\$4,250.00	Lead Mentor funding for PD Related to Increasing Student Achievement for Students of Color and Indigenous Students	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Participation in Google Classroom for external and internal training	All 70 mentors and mentees were added to a Google Classroom to participate in training

Total FY22: \$141,210.00 of \$141,210.00 spent

Table 3: Grant Funds Expenditure for FY23

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$53,195.01	Mentor Stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Surveying Check in with lead mentors Bi-weekly check in with mentee Attendance in virtual and in-person sessions Participation in Google Classroom professional development	32 Mentors - All tenured teachers of color (includes 4 lead mentors)
\$1,420.50	Affinity Group - Professional Learning Community Guest Speaker Honorarium	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Attendance Participation in virtual and in-person setting	Six guest speakers that came to talk to the affinity meetings to all mentor and mentees
\$6,672.29	Affinity Group - Professional Learning Community Books and Meeting Resources	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Surveying Collaboration on book titles (optional book studies)	70 mentors/mentees were given books to read. A spreadsheet was sent of those in groups and had the option to create a book club.
\$21,298.68	Induction Program Mentee Stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Surveying Bi-weekly check in with mentors	38 Mentees - All probationary teachers of color

			Attendance in virtual and in-person sessions Participation in Google Classroom professional development	
\$8,000.00	Induction Program Mentor Stipends	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Participation in Google Classroom for external and internal training	All 70 mentors and mentees were added to a Google Classroom to participate in training
\$339.89	Induction Program Mentor Substitute Teachers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Those that expressed interest in shadowing for a half day Substitute request through Absent Management and support from principal	One mentor/mentee pairing expressed interest. After the shadow day was done, a survey was sent to ask about experience and feedback.
\$609.08	Induction Program Workshops	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Attendance Participation in virtual and in-person setting	One staff member from Employee Services Department came and spoke about the “early years”
\$7,750.00	PD Workshops Related to Increasing Achievement for Students of Color and Indigenous Students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Participation in Google Classroom for external and internal training	All 70 mentors and mentees were added to a Google Classroom to participate in training

Total FY23: \$99,285.45 of \$190,429.00 spent so far